

Sul Ross State University

Department of Education

EDUA 7306 Superintendent Leadership – Fall 2022

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Office Hours: ***All office hours are virtual!!!!***
Monday - Thursday: 9:00 a.m. to 11:30 a.m.
Friday-Saturday By prearranged appointment only
Sunday-Only in dire emergencies

Email communication: gprivitt@sulross.edu

Office Hours: As this is a web class, I will do my best to respond to your email questions within 24 hours during the week. I do have an office at SRSU as noted above and should you be in town and need to meet with me in person, this option is possibly available at certain times. If you need to talk to me via email or telephone, email or text a message or call and leave a message if I do not answer and I will return your call. Be sure to leave your name and a return phone number. An email message is best, and I prefer that you use this mode of communication. I generally do not answer my phone unless I am expecting a call. I do not believe it is even a reasonable means of communication because so much can so easily be misunderstood. Additionally, there is no record of what was said, so we then are depending on our memories, which leads often to even more confusion. Communication such as we will be having is just far better in writing than just a spoken word.

Course Description:

This is an on-line education course that critically examines the theory and practice of leadership and management in school administration in direct reference to the practicing superintendent. The behaviors, skills, attributes, beliefs, and attitudes for leadership and management will be researched and investigated. Special attention will be given to the difference between the concept of leadership and the concept of management in educational organizations. Additionally, care is taken to connect all aspects of leadership in the school environment to all aspects/programs of the school district, including regular programs, special programs and special student populations.

Course Performance Standards, Knowledge and Skills:

The course is designed to prepare students to function as effective leaders and managers within an educational organization setting, especially in central office settings and in particular as a school district superintendent. Methods designed to provide an understanding of the process of leadership will be included. Emphasis will be placed on the study, analysis, development, and enhancement of effective leadership and empowering management behaviors. The learning, research, and assignments for this class will be based on the TExES Standards and Competencies for certification of Superintendents.

Superintendent Standards and Competencies for this Course

- **Learner-Centered Values and Ethics of Leadership.** A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- **Learner-Centered Leadership and School District Culture.** A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Learner-Centered Human Resources Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
- **Learner-Centered Policy and Governance.** A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.
- **Learner-Centered Communications and Community Relations.** A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Learner-Centered Organizational Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Learner-Centered Curriculum Planning and Development.** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.
- **Learner-Centered Instructional Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Learner Outcomes:

This course emphasizes each of the above standards as each is tested at the State level on the Superintendent TExES exam (195). To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences using a mixed delivery system of face-to-face and web-based environments.

Marketable Skills:

Program	Education
Degree/Certification	Superintendent Certification
Department	Education-Superintendent Certification
Contact Name	Galen Privitt
Contact Phone	325-725-7025; 432-837-8002

Outcome	Master the Certification exam
Marketable Skills	<ul style="list-style-type: none">• Students will be able to practice leadership skills rather than management only skills• Students will develop leadership ability and demonstrate those skills in practice• Students will develop the ability to analyze the political climate of their surroundings in relation to their practice• Students will demonstrate an ability to analyze and apply current research to their specific settings and determine which method best correlates to their current practice

Outcome	Master the role of a new CEO in a fictional organization
Marketable Skills	<ul style="list-style-type: none">• Students will demonstrate an ability to critique various board practices• Students will demonstrate the ability to analyze and implement techniques gained from research• Students will demonstrate the ability to implement a culture of leadership in relation to the school district• Students will demonstrate an ability to analyze information gained from fellow practitioners and utilize that information in enhancing their own practice• Students will demonstrate an ability to practice as an organizational leader

Outcome	Master the art of communication with all constituents
Marketable Skills	<ul style="list-style-type: none">• Students will demonstrate an ability to communicate with subordinates, coordinates, and super-ordinates• Students will demonstrate to communicate with all

	<p>constituents in writing and orally</p> <ul style="list-style-type: none"> • Students will demonstrate an ability to listen carefully to understand what the other person/group is saying • Students will demonstrate an ability to compromise when appropriate and to stick to his/her position when appropriate and to know the difference between the two
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Program Learning Outcomes

The completing student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Course Objectives:

Through the activities of this course, students will gain an overview of school administration in Texas. Students will be able to:

- Apply theory and practice to understand the job duties and role of the superintendent as an educational leader.
- Understand the role of the school leader as an instructional leader and understand the scope and impact of curriculum, instruction, and testing on the

school environment.

- Understand the scope of human resources and how to develop sound hiring, retention, and professional development plans for the school.
- Understand and apply the theoretical and practical aspects of educational leadership in school organizations.
- Establish and develop the student's individual leadership skills.
- Study and understand the difference between leadership and management skills
- Understand and apply the superintendent competencies and standards for the Superintendent Certificate.
- Review and teach content which supports each of the list of competencies.

Required Text:

Wilmore, E. (2008). *Superintendent Leadership*. Sage publications.
ISBN: 9781412955416

Recommended Reading:

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association. (This text will be valuable to you throughout your superintendent program. You are not required to purchase this book, but it will be valuable throughout your program.)

Internet Web Resources:

Here are some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

SRSU Library Services

The Sul Ross Library offers **FREE** resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

TEA Website: <http://www.tea.state.tx.us>

Assignments:

Assignments are outlined in the Course Calendar found in Blackboard under "Syllabus and Calendar." Please review and follow this calendar.

Grading:

There are 100.0 points available:

90.0 – 100.0 = A
80.0 – 89.9 = B
70.0 – 79.9 = C
0 – 69.9 = F.

Discussions	15.0 Points (5 each)
Prelim. PAP	5.0 Points
Article Reviews	15.0 Points (3 Reviews, 5 points each)
Final Exam:	30.0 Points
Final PAP	15.0 Points
Organizational Meeting Reports	15.0 Points
Book Critique:	<u>5.0 Points</u>
Total:	100.0 Points

Grading Policy:

1. Failure to participate in a Discussion Thread will cause you to lose **all points** from your grade for that discussion.
2. Any late assignment, without ***prior*** permission from the instructor, could cause you to lose **10% of the assignment value for each day it is late.**
3. As papers should be typewritten according to the American Psychological Association (APA) manual, 6th Edition, papers with APA errors will cause you to lose points from the grade on that paper.
4. Extra credit points are not available.
5. **There are no I's (incompletes) for this class without prior approval upon student request and for only strong reasons individually approved by the professor in advance.**
6. **12:00 am** on the date for every assignment due is considered the cutoff and papers submitted after this time could result in a lower grade for that assignment.
7. There are no optional assignments in this course.

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles

- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth. (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in the Ferguson Hall, Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8203.

Additional Resources:

19 TAC 228.30 (c)

The following links provide access for you to training and resources which will enable you to better handle various student, teacher, and administrator situations which may occur:

Suicide Training: <https://www.mentalhealthscreening.org/Gatekeeper>

Mental Health, substance abuse and the like:

<https://training.sprc.org/>

<https://eduhero.net/promo.php>

<https://www.txbehaviorsupport.org/tbsi>

Please use these resources to enrich your own experience as well as to provide yourself with tools/resources with which to handle the various issues which could arise in your practice. You will need to save a copy of this page to your own personal computer so that you will have full access to it all times.